

# **Recommendations to intercultural management interaction situations at a work place: for a Finnish manager with a Russian subordinate**

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The object of this thesis was to provide recommendations to interpersonal interaction situations between a Finnish manager and a subordinate of Russian origin in an intercultural work community in Finland. This is particularly topical issue at the moment because the workplaces are increasingly multicultural in Finland. To gain a broader picture to the subject the aim was also to make some acquaintance of interpersonal interaction situations in multicultural communication.

Thesis presents the concept of organisational communication including management communication. It furthermore deals with concepts of intercultural, multicultural and cross-cultural communication. It explains how culture affects communication by introducing cultural models of Gert Hofstede and Edward Hall, which can be helpful tools in understanding the differences and similarities in communication between different cultures. The thesis also familiarises the reader with the communication models of Edward Hall, and Hargie & Dickson.

The thesis introduces the results of the study that was carried out among Finnish managers who have Russian subordinates or/and deal with Russians. The respondents were asked how they have experienced interpersonal communication situations Russian subordinates and if they have acquainted themselves with Russian culture. They were also requested to comment on the comparison between Finland and Russia made by Gert Hofstede's cultural model of dimensions. Furthermore the managers were questioned about interpersonal communication situations in multicultural communication. The study observed the subject above all from the point of Finnish managers, thus the empirical study results are of Russians. The study was performed as a qualitative research.

The study results pointed out that a Finnish manager should become acquaint with the Russian culture and values in order to better understand subordinates of Russian origin. To be able to understand the culture, a lot of communication and participation is needed. The importance of language skills arise quite strongly from the responses both in multicultural interaction situations overall and in intercultural face-to-face interaction situations with Russians. The lack of common language can lead to misunderstandings between communicators.

Additional observations were that a Finnish manager needs to be patient when handling the challenging situations with Russian subordinates and those situations need careful justification and time. It was furthermore mentioned that both in multicultural connections and with Russians it is important to perceive the people's social reality in order to understand the contexts.

**Keywords**

Interpersonal communication, management communication, intercultural communication, multicultural, cross-cultural

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# **1 Introduction**

Finland is increasingly multicultural and people with various cultural backgrounds have an influence in communication. When individuals move to another country, it is expected that they become acquainted with the courses of actions in the country of destination. Immigrants bring however their own habits, values and interaction styles with them; to the work places as well. If the newcomers come from a very different culture compared to Finland the interaction between them and Finns can be challenging. Therefore it is useful to become acquainted with other cultures' values and habits, to better understand why people behave in a particular way. Because the own cultural habits and values can be considered as self-evident, it is valuable to become conscious of the cultural values and believes, that guide one's own behaviour. By doing that it is easier to notice how culture impacts to behavior and; in this case; to communication and the knowledge and suitable actions may help to overcome challenges in interaction situations.

## **1.1 Objects and research questions**

The object of this thesis is to provide recommendations to Finnish managers' interpersonal interaction situations with subordinates of Russian origin. The focus is on internal communication, which is part of organisational communication and more precisely this thesis deals with interpersonal (face-to-face) management communication. This thesis brings particularly up the elements that should be taken into account in communication between a Finnish manager and a subordinate of Russian origin in a work community in Finland. The purpose is to find out what kind of interpersonal situations are challenging in the interactions and give ideas how to communicate effectively and intelligibly in those situations. The theories that have been expressed can be applied to other cultures as well; however the comparisons are made between Finns and Russians. The empirical part of the thesis was conducted in organisations that have location in Finland and have Finnish managers with Russian subordinates.

The main and sub research questions are as follows:

What are the issues that should be taken into account in an effective interpersonal communication between a Finnish manager (supervisor) and a subordinate of Russian origin in an intercultural work community in Finland?

- What kind of interpersonal communication situations are particularly challenging for management communication between a Finnish manager and Russian subordinate?
- How can the communicators overcome the possible barriers and communicate more effectively across Finnish and Russian cultures?

This is particularly topical issue because the workplaces are to a greater extent intercultural and multicultural in Finland, especially in larger cities. It is important to Finnish managers to understand what kind of affect the cultural differences can have in communication and how the messages are interpreted through “cultural lenses”. The managers have a significant role in creation for the atmosphere at workplaces and one of the reasons why people stay or change workplace. Communication is a very essential part of leadership and it is important to notice how it is practised in manager’s own organisation. In an intercultural or multicultural organisation the communicator needs to pay attention to the communication in such a way that she/he takes into account the cultural aspects in it.

## **1.2 Russians in Finland**

As an example of cultural differences between two national cultures this thesis introduces intercultural interaction between Finnish managers and Russian subordinates. In other words this thesis discusses the differences and possible similarities between Finns and Russians in their national culture and what kind of effects they can have to communication. However the basic theories and models that are introduced can be applied to other cultures as.

Russians form the largest foreign nationality group in Finland. In 2016, there were about 64,000 persons with Russian background (born in Russia or Soviet Union) living in Finland. (Statistics Finland 2017.) Consequently quite a significant amount of people with Russian origin are included in the workforce in Finland. Of those people, with Russian background, who had lived more than 10 years in Finland, 67 % were employed in 2014. On the same year, of those people with Russian origin, who had less than 5 years of residency in Finland, 47 % worked. (Larja & Sutela 2015.)

On the basis of above-mentioned, intercultural communication situations between a Finnish manager and a subordinate of Russian origin can be quite common at workplaces in contemporary Finland. The ombudsman for Minorities Johanna Suurpää states that Rus-

sian speakers' language, culture and professional skills are an important resource for Finland. [The amount of Russian speakers in Finland is more than above mentioned 64,000, because that figure does not include e.g. the persons who are born in Finland from a Russian parent.] According to report made to ombudsman Suurpää by Jekaterina Tanttu Russian speakers have experienced discrimination in employment. According to interviews made to Russian speaking immigrants the attitudes towards them at workplaces in Finland are somehow negative. However the attitudes have become better because of the development in the Russian economy and need of workforce. Suurpää expresses that, "the discussion has failed to take note of the significant skills Russian-speakers living in Finland possess. For example, many young Russians are completely fluent in Finnish and Russian." (Tanttu 2009, 29, 35; Yle 2009; Yle 2010).

A recent study carried out in Russia showed that almost 70 % of the Russian respondents have a positive or very positive attitude towards Finns. 12 % of the respondents would like to move to Finland. (Ministry for Foreign Affairs of Finland 2017.) By taking into account that the Russians live and move to Finland and are a significant resource for Finland; and for workplaces in Finland, it is important to acknowledge them, in this case, in communication at workplaces.

### **1.3 Theories and concepts**

I describe the differences between Finnish and Russian culture with generally used cultural models of Gert Hofstede and Edward Hall. Hofstede created a model of Six dimensions, which describes the values in national culture and their effects on people's actions. Hall introduced the Concept of time and its influence in people's behaviors. To describe communication process I have chosen to use Hagrie's and Dickson's 5-Ps model of explaining, that illustrates the explanation process in skilled interpersonal communication. Furthermore I introduce another model from Edward Hall; a framework of Low-context and high context communication. With the framework it is easier to perceive the function of communication in individualistic and collectivistic cultures.

There are plenty of models that describe cultures. I chose to use these particular cultural models because they are widely used, and introduced in my UAS studies and suitable for this purpose. I chose the communication models for this thesis because Hall's model was as well familiar for me from studies and the other one; Hagrie's and Dickson's 5 -Ps model of explaining; I found appropriate when searching material to this thesis. The reader has to take into account the limitations of the cultural models when observing the persons from different cultures. However these models can act as a useful tool to become

acquainted with various cultural values, habits and communication. The purpose of describing the cultures with these models in connection with communication is that for example values in the national culture and concept of time have impact in communication.

The concepts of culture and organisational culture are explained here, to determine what they stand for. Leininger (1988) determines culture as “learned, shared, and transmitted values, beliefs, norms, and lifeways of a group which are generally transmitted intergenerationally and influence one’s thinking and action modes”. Organisational culture covers “norms, policies, procedures, programs, and processes” that organization applies. “Values, beliefs, assumptions”, and traditional manners of conducting, and variances are implanted in these different parts of organisational culture. (Hogan 2013, 13–22.) The concepts of organisational and corporate communication, internal and interpersonal communication are described in chapter 2. Furthermore the concept of management communication is reviewed in chapter 2. The concepts of intercultural, multicultural and cross-cultural are explained in chapter 3.

#### **1.4 Structure**

The traditional report structure is the basis for the structure of this thesis. The traditional report structure is also called IMRD; in which the letters stands for introduction, methods, results and discussion. (Toljamo & Vuorijärvi 2007, 177.) This thesis consists of six chapters. Chapter 2, 3 and 4 present the theoretical framework of the thesis. Chapter 2 covers the organisational communication. It comprehends internal, interpersonal and management communication. Chapter 3 introduces the concepts of multicultural, intercultural and cross-cultural. Furthermore chapter 3 encompasses communication process and different elements in cross-cultural communication including verbal and nonverbal communication. It also covers the barriers in cross-cultural communication. Chapter 4 introduces four models of culture and communication. Chapter 5 comprehends the empirical part of the thesis and therefore introduces the study results. It also expresses the recommendations for Finnish managers to interaction situations with Russian subordinates. Chapter 6 completes the thesis by explaining the conclusions and provides the suggestion for the future work.



## **2 Organisational communication**

The theoretical framework of this thesis is divided in three chapters. This chapter covers the concepts of organisational, internal and interpersonal communication. Additionally, management communication is presented and the communication styles of upward and downward communication in management communication are described. Furthermore the chapter provides perceptions for an effective management communication.

### **2.1 Organisational and corporate communication**

Juholin states that organisational communication includes all formal and informal communication that occurs in an organisation. Richmond, McCroskey & Powell explain organisational communication more detailed as “the process by which individuals stimulate meaning in the minds of other individuals by means of verbal or nonverbal messages in the context of a formal organization”. Organisational communication is the level of communication that exists “in complex organizations such as large businesses and industries and government institutions” continue Trenholm & Jensen. Instead corporate communication is a communication that takes place in private sector organisations, expresses Juholin. (Juholin 2009, 22; Trenholm & Jensen 2013, 26; Richmond, McCroskey & Powell 2012, 18).

As stated above organisational communication occurs in larger organisations and corporate communication in private sector organisations [i.e. possibly in smaller businesses]. Corporate communication can be treated as “a management framework” by which the company is able to “guide and coordinate marketing communication and public relations” (Cornelissen 2014, 5). To demonstrate the amount of different elements in corporate communication the elements are pictured in the figure 1. As explained earlier this thesis focuses on one of them: internal communication; and more precisely on interpersonal communication, that is also called face-to-face communication, between the manager and subordinate. (Cornelissen 2014, 27.)



Figure 1. The different elements in corporate communication (Cornelissen 2014, 28.)

### 2.1.1 Internal communication

Internal communication or **employee communication** or staff communication, as it also is called, was earlier defined as “communication with employees internal to the organisation.” It indicated that it was separated from external communication with stakeholders. The internal communication now days, in time of social media, does not always stay inside the organisation between the employees. (Cornelissen 2014, 164.)

The figure 2 shows the connection between organisational, internal and interpersonal communication. Interpersonal communication is covered in subchapter 2.1.2.

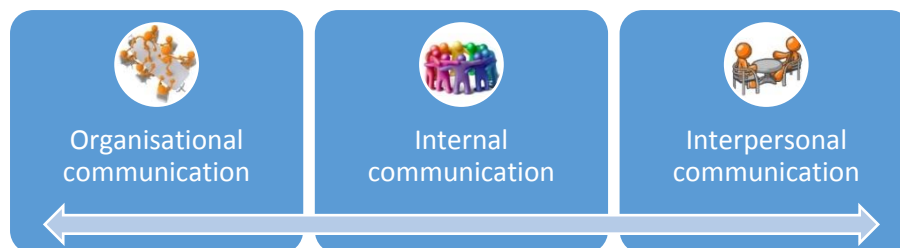


Figure 2. Connection between organisational, internal and interpersonal communication

### 2.1.2 Interpersonal communication (~face-to-face communication)

Hartley (1999) states that communication that occurs between two people or in small group, in face-to-face interaction, is called interpersonal communication. It is formed by the personal attributes of communicators, their social roles and relationships. The communication between two people is also called dyadic (one-to-one) communication (Hargie

& Dickson 2004, 13.) Trenholm and Jensen review the issue from *situational approach* (*the focus on external factors*). They state that it is often spontaneous and informal. The discussion partners gain directly and tremendously feedback from each other. The roles of receiver and sender changes between the participants flexibly. (Trenholm & al. 2013, 24, 26.) The definitions of receiver and sender are described in subchapter 3.2 in the connection with communication process in a cross-cultural communication. I discuss in this thesis interpersonal communication mostly as a dyadic communication. Interpersonal situations at the workplaces are inter alia: discussions, one-to-one meetings (for example development discussion), orientation, and lunch and other meetings.

If the interpersonal communication is examined from the perspective of *developmental approach* (*the content of communication in focus*), like Gerald Miller and Mark Steinberg have studied it, discussion partners who do not know each other do not communicate on interpersonal level, because they lack of information of each other. Therefore Miller & al. discuss three levels of information which are important when communicating interpersonally. There are cultural, sociological and psychological levels of information. When people only have the cultural (general information of the specific culture) and sociological (reference or membership group data) level of data of the discussion partner it is called “noninterpersonal communication” according to Miller & al.. Only when the psychological (personal attributes) level of data is the primary source of data on which predictions are based on, it is possible to communicate in the way that is called interpersonal communication. (Trenholm & al. 2013, 26–27.)

### **Interpersonal communication skills/ Interpersonal communication competence**

Interpersonal communication competence is defined as “the ability to communicate effectively and appropriately.” Effectiveness comprises that the sender has goals in interaction situations. Appropriateness means that the sender adjusts her/his interaction to situations and receivers. Julia Twood (2013, 30) has outlined following five requirements for interpersonal communication competence:

- development of communication skills
- adaptation of skills to goals, counterparties, and situations
- “dual perspective”
- monitoring communication and its impact
- commitment “to effective and ethical interpersonal communication”

Because people and situations vary, there is not only one communication style that is effective. Therefore the discussion partners need to have different kind of communication behaviors. The participant also should to adapt his/her interaction appropriately. It is important to be conscious of goals, context and receivers. Dual perspective is interpreted by

Phillips and Wood in such a way that the sender understands both her/his own and another person's perspective. Monitoring includes the capacity to notice and regulate own communication. For example if the manager has something negative to inform, she/he regulates her/his communication and behavior in the situation and plans how to communicate it in a constructive way. To commit to effective and ethical communication comprises that the sender treats the receiver with dignity and respects the feelings of receiver even if sender feels differently. (Twood 2013, 31–33.)

## **2.2 Management communication**

The leadership can be considered as a vital element in organisation building. It is the one that basically creates the organisation. The persons in management have an influence in who are hired and what is valued in organisation. Every organisation has its unique culture, in which the communication takes place, state Richmond & et al.. The traditions and behaviors that are accepted (or not accepted) are formed. The organisational culture determines the communication in the organisation. (Richmond & et al. 2012, 138.)

Employee communication can be divided to *management communication and 'corporate information and communication systems'* if it is reviewed by the use of communication technologies in an organisation. This thesis focuses on management communication, but it is good to be conscious of that the corporate information and communication systems have a significant role in information sharing in an organisation [especially in large ones]. Corporate information and communication systems comprehend sharing information through intranet, emails and meetings. (Cornelissen 2014, 164–165.)

Management communication is referred as communication that takes place between manager and her/his subordinate employees. Management communication is “often related to specific task and activities of individual employees as well as to their morale and wellbeing.” It has been found out in research that managers communicate most of their working time and plenty of it is done verbally; in face-to-face communication. However they increasingly use other means of communication; such as email, video conferencing and enterprise software; in employee communication. (Cornelissen 2014, 164–165.)

### **2.2.1 Upward and downward communication**

The nature of the communication system in an organisation can be studied with the concepts of downward and upward communication like Cornelissen has described. In *downward communication* the information is shared from top to down; from managers to em-

ployees. Downward communication occurs when the managers inform “what is important (mission)” in the organisation and “what is valued (policies)”. In *upward communication* employees share the information with managers; in other words the information is forwarded from down to up. Upward communication occurs typically in interpersonal communication situations. It is important to give the employees the possibility to communicate upwards because it can in the end have an influence in improving the organisation’s performance and profitability. (Cornelissen 2014, 165–167.)

The good employee communication includes communication upward and downward. The employees should be well informed about organisations strategies and policies and the organisation should provide its employees “the adequate information and opportunities to speak out, be listened to, and get actively involved in the organisation”. If the employee communication is mostly from top to down, the employees may feel that the communication is restricted and even repressive. (Cornelissen 2014, 168.)

The combination of upward and downward communication can suit to contemporary Finnish organisations. On the contrary, if we observe the situation in Russian organisations and among employees in Russia (and further on when thinking the focus on this thesis among the people who have Russian origin and live in Finland), they may not experience this two-way communication method as a good way of employee communication because as the table 4 shows according the Hofstede managers are traditionally controlling in Russia, that might indicate that in Russia mostly downward communication is exercised. This might be useful to manager to understand because like it was stated in the thesis study results that subordinates are not used to criticise the boss in Russia, it might indicate that they are not used to communicate upwards and therefore it can be challenging to them to talk about difficult issues.

### **2.2.2 Effective management communication**

Charles Redding provided a list of characteristics that good supervisors should have by reviewing different researches that have been conducted of supervisor-subordinate communication. According Redding good supervisors

- like to talk with subordinates,
- listen and act to employees’ proposals and criticism
- ask, instead of demand, subordinates to do tasks
- are responsive to employees’ needs and
- inform more openly subordinates.

There are however many situational factors that can have an effect to effective management communication. For example if the manager is very open with her/his communication and the organisation is not used to that kind of openness, manager's style may not fit in the organisation, because the organisational culture often "guides" employees and managers to use a particular communication style. (Trenholm & al. 2013, 354.)

Anthony Tjan presents that good leaders notice the importance of personal face-to-face conversations especially in difficult situations, even if they also use technology to be effective in communication. He mentions three types of important conversations that leaders should be expert in. They are "one-on-one meeting, small group discussions and one-to-many town-hall style convenings" The level of effectiveness of all these meetings is depended on the circumstances (participants and settings) and the extent of manager's emotional commitment to her/his employees. Tjan stresses that a leader should arrange a suitable type of meeting for the conversation and ensure that the right participants are invited. He mentions that problems can occur for example when "some people use multiple one-on-one's when they should have a group interaction or vice-versa." The leader should also consider the physical circumstances; such as good eye contact, informality, and two-way dialogue if needed. (Tjan 2010.)

Tjan continues that is important that the listener "understand and trust the purpose" the manager has set for the conversation. He states that in difficult conversations even more advanced executives have difficulties to be extensive or direct with their meeting target plans that are made before the meeting.

Abstract messages (e.g. I want her to think I still believe in her potential") are miscommunicated more often than concrete messages (e.g. "You failed to deliver the second-quarter results.") And those abstract messages are often the most important ones to get right.

Tjan advises leaders to form a list of intents for a discussion and simplify the abstract messages. He expresses that the best leaders, in addition to listening, contact in emotional level with the subordinates. They build trust by reacting to the needs of subordinates. A good leader can modify the aims of a discussion by answering to the requests of a subordinate, without renouncing her/his own values. (Tjan 2010.) Thomas and Inkson confirm Tjan's statement of the importance of being in contact with subordinates by expressing that research proves that leaders who focus on building relationships usually have more satisfied subordinates, even across cultures (Thomas & Inkson 2009).

### **3 Multicultural, intercultural and cross-cultural communication**

This second chapter that deals with the theoretical framework in this thesis concentrates on multicultural, intercultural and cross-cultural communication. At first in this chapter the concepts of multicultural, intercultural and cross-cultural are explained. After that the communication process of cross-cultural communication is presented. Furthermore the elements in cross-cultural interpersonal communication; verbal and nonverbal communication are included. Finally, the chapter introduces six barriers in cross-cultural communication and methods to overcome them.

#### **3.1 Concepts of multicultural, intercultural and cross-cultural**

*Multicultural* relates to several cultural or ethnic groups in a society e.g. multicultural society. It consists of cultures of several different races. Multicultural relations occur when “people stand alongside another, but each cultural group is isolated from one another”. (English Oxford Living Dictionaries 2017; Porzio di Camporotondo 2015 & Dictionary.com 2017.)

Dictionary.com and Collins English Dictionary define intercultural and cross-cultural as follows: *Intercultural* is “taking place between two or more cultures” e.g. intercultural dialogue. *Cross-cultural* is “combining --- or contrasting two or more cultures or cultural groups”, “involving or bridging the differences between cultures” (Dictionary.com 2017.)

The difference between intercultural communication and cross-cultural communication can be defined that intercultural communication is interaction between people from different cultures but cross-cultural communication is communication between people from the same culture compared to communication between people from another culture. (Lustig & Koester 2010, 55.) The figure 3 illustrates the differences in concepts of cross-cultural, intercultural and multicultural communication.

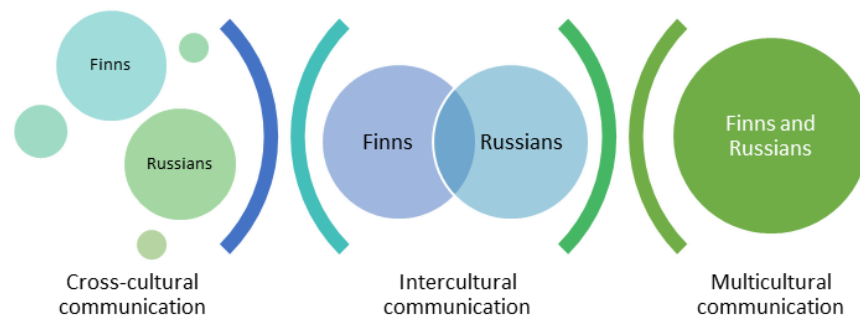


Figure 3. The differences in cross-cultural, intercultural and multicultural communication

This thesis deals mostly with intercultural communication. But multicultural and cross-cultural are presented as well because it is useful to understand the differences between these terms, even if they often are used mixed. Lustig and Koester define *intercultural communication* as communication that occurs “when large and important cultural differences create dissimilar interpretations and expectations about how to communicate competently” (Lustig & Koester 2010, 52).

Intercultural communication can be learned. The process of learning intercultural communication can be shared in three phases, which are awareness, knowledge, and skills. The awareness requires that the person who is going through the process understands that she/he has a certain “mental software because the way of [she/he] was brought up” and the person from the other cultural background has his/her “mental software for equally good reasons”. After awareness should become knowledge, which means that if one is a position to interact with another culture one has to learn about that culture. One has to learn the particular culture’s symbols, heroes, and rituals. Skills, that develop, are based on awareness and knowledge gained. One needs practice to achieve good intercultural communication skills. (Hofstede, Hofstede & Minkov 2010, 419–420.)



### 3.2 Communication process in cross-cultural communication

Figure 4 shows the communication process of cross-cultural communication. It is based on the classical model of communication and extended with the cultural features. In a communication process, a meaning is shared and encoded (converted to symbolic form) by a sender on her/his cultural field of experiences. Symbols that the sender uses comprise language, communication style and practices. A message is transmitted through a certain channel and it is decoded (interpreted) through the cultural field of a receiver. The cultural field include the elements (e.g. education, values, and attitudes) in person's background which are affected by culture and thus also have an effect to the communication. (Thomas & al. 2015, 113–114.)

The sender (or source) is “the person who originates a message”. The receiver is “the person who acquires the source's message”. A message “is any verbal or nonverbal stimulus that elicits meaning in the receiver”. In the interpersonal communication process most people share both verbal and nonverbal messages simultaneously. Senses (sight, sound, touch, smell and taste) are the channel in interpersonal communication. Feedback is “the receiver's observable response(s) to a source's message.” (Richmond & al. 2012, 20–22.)

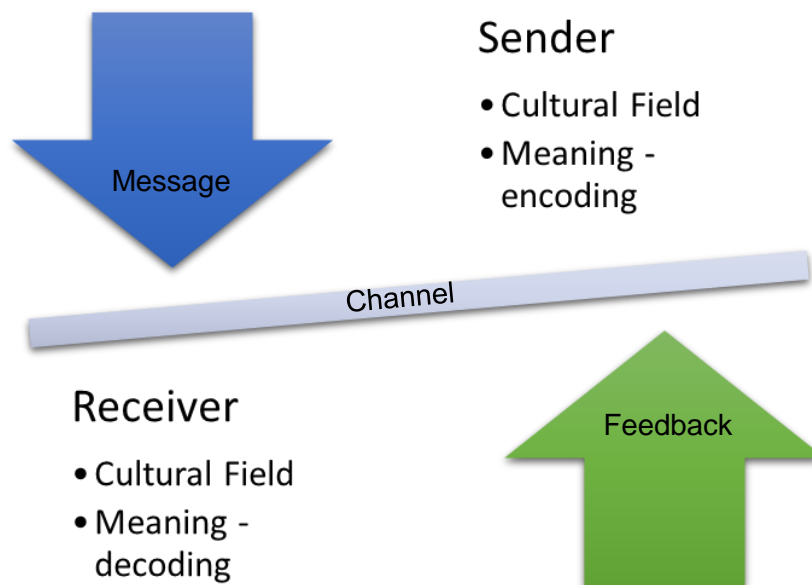


Figure 4. Cross-cultural communication process modified from French and, Ronen and Schramm in Thomas and Peterson (French 2015, 118; Thomas & al. 2015, 113.)

The classical model of communication (that is; sender encodes the message to receiver via channel, the receiver decodes it, and gives feedback) has been under critic because the communication process is not a process where the different stages take place after each other; instead in an effective communication the interaction is simultaneous action between the discussion partners. Feedback is given all the time during the different stages of the process. Feedback gives the sender the possibility to adjust or repeat the message. (French 2015, 118; Skillsyouneed.com. 2017.) Even if the receiver does not talk, she/he can share meanings (give feedback) nonverbally; for example by smiling or doing other gestures.

### **3.3 Elements in cross-cultural interpersonal communication**

#### **3.3.1 Verbal communication**

##### Language

According to Whorf culture is encoded into language. He states that world is perceived through the language a person learns. The language shapes person's ideas and guides mental activity, he continues. This "assumption of perceptual relativity" is a reason to cross-cultural miscommunications. The miscommunication occurs when receiver interprets the sender's words and their meaning differently than the sender has intended. The reason to miscommunication can be either in hearer or speaker argues Coupland, Niles & Wieman. If an employee lacks proficiency in the dominant language used at workplace, it might be difficult for her/him to take part to social interaction and networking. It can lead to communication problems, which may cause discrimination in the organisation. (Maude 2011, 60–61, 65–66.)

##### Finnish language

When the manager speaks Finnish with a person who speaks it as a foreign language, it is important to notice that even if the person speaks Finnish she/he might have difficulties to understand the messages, because she/he lacks technical terminology and course of actions at a specific workplace. It is good to pay attention to that a person who comes from Russia does not necessarily know English and therefore it is recommendable to use Finnish first in Finland. (Vartiainen-Ora 2007, 47–48.) It is good to notice that the young Russians are often fluent in Finnish (Yle 2010).

There are certain topics that one has to be careful to discuss when interacting with people from Russian origin. If the subordinate has moved from Russia to Finland, it is expected that she/he integrates to Finnish society, but it is anyhow useful to know what kind of topics are sensitive in Russia to better understand her/him and her/his possible reactions in interaction situations.

In contemporary Russia it is allowed to discuss about almost any subject. One should, however, according to Litvin (2002) never talk about religion, possessions, race, disease or weight. Beljanko and Trusina (1994) state that is not appropriate to talk about age; particularly women's age or family. In addition to that Russians do not like to talk about food, money, love or intimate relationships. At a meal is not good to talk about business, unless it is a Russian self-start. (Haapaniemi, Moijanen & Muradjan 2005, 42,47–48.) In the business context the good themes to discuss are culture; theater, opera, ballet, concerts and movies (Hatanpää 2013).

### **3.3.2 Nonverbal communication**

Cross-cultural communication is a combination of verbal and nonverbal communication. Gallois and Callan point out that nonverbal behavior is the one that communicates the meaning. The following elements are often included in nonverbal communication in business context: Facial expressions, eye contact, gestures, movement, posture, space and touch. (Maude 2011, 86.)

It is significant to notice the importance of nonverbal communication in international business, because verbal communication often misdirects states Maude. Feelings and attitudes can usually been revealed through nonverbal communication. (Maude 2011, 85.) Bloisi, Cook and Hunsacker argue that in face-to-face communication a very significant part; as high as 93 %; of the meaning is transmitted nonverbally. Bloisi et al. confirm Maude's statement of revelation of feelings and attitudes in nonverbal communication, by stressing that nonverbal communication is more reliable than verbal communication if there is any difference between verbal and nonverbal meanings. (French 2015, 120.)

Nonverbal communication develops in a certain national culture. The national culture also defines how much emotions are appropriate to show and in which situations. Happiness, anger, disgust, fear, surprise, and sadness are the feelings that are expressed in the same way in multiple cultures state Paul Ekman and Wallace Friesen. It is beneficial to

both manager and subordinate to learn the certain cultural behaviors of the discussion partner to be able to be aware of how the counterparty might react to the sender's own nonverbal behavior consequent upon the culture. By being aware of them the person can adjust her/his behavior if needed. (Maude 2011, 90; Trenholm 2013 & al. 55.)

#### Space, body language and candor in Finland and Russia

In Finland the space between discussion partners is quite large. If the other person comes very close, a Finn can feel uncomfortable. The eye contact builds trust in Finland. However the counterparty may not stare a Finn too intensively. In Finland the communication is straightforward. The words have substantial meaning. Factual content is important. A Finn does not pay as much attention to discussion partner's nonverbal message as the words. The attention might sometimes be considered flattery in Finland, even if the person from a different culture feels that she/he is just polite. (Vartiainen-Ora 2007, 48 – 50.) The amount of talking is also dependent on culture. Finns use silence in conversation to give the sender possibility to talk. (Thomas 2009, 53.)

Body language is important for Russians. Russians typically use their hands and facial expression in interaction. Russians start conversations with serious face. When a Russian smiles it is a sign of progress in building a good relationship. Nod, winks and touches are good signals. Closeness and physical contact are common in Russia. Russians stand very close while talking. If there are problems Russians appreciate sincerity. (Richmond 2009, 118–119.)

### **3.4 Barriers in cross-cultural communication**

The purpose of the communication is that the meaning will be understood, and preferably in the same way the sender has intended it to be understood. In a cross-cultural communication inter alia different languages and cultural differences can restrict the possibility to understand the meaning. Ronen (1986) and Schramm (1980) argue that the cross-cultural communication is more challenging than communication between people from the same culture, because the participants do not share the same amount of common information (Thomas & al. 2015, 113).

“We must never assume that we are fully aware of what we communicate to someone else”, states Edward Hall and means that misrepresentations occur in communication. He continues that the work to understand “the mental processes of others” is harder than many can acknowledge. (Hall 1973, 29.) Like Hall states it is not easy communicate effec-

tively and misunderstandings occur. Persson determines six barriers that complicate the message transaction in interactions between people from different cultures. After the definition of the barriers Vartiainen-Ora's, Maude's and Hogan's methods to overcome cultural barriers are introduced.

### **3.4.1 Six barriers**

Pederson (1998, in Hogan 2013, 47–48) introduces six barriers of effective communication and relationships related to culture by dividing them to personal barriers and organisational/institutional barriers as follows:

#### **A. Personal barriers**

1. Language (verbal communication)
2. Nonverbal communication
3. Preconceptions, stereotypes, and discrimination
4. Judgements
5. Stress

#### **B. Organisational/Institutional barriers**

6. Norms, policies, procedures, and programs unfriendly to cultural diversity

Verbal communication barriers are previously explained in subchapter 3.3.1 in combination with miscommunications. Like stated earlier the miscommunications occur when receiver interprets the sender's words and their meaning differently than the sender has intended. O'Connell (1997) calls the impediments; that appear in communication between people from different cultures; as cultural noise. Cultural noise occurs for example when the words (e.g. free and fair) have different meanings in different cultures and thereby is caused distorted information. Nonverbal communication is also covered in the same chapter. Maude stated that nonverbal communication often reveals feelings and attitudes. Because nonverbal communication develops in a certain national culture, the interaction between people from different cultures can be challenging if the communicators do not know or understand the effects of cultures to the behavior. (Maude 2011, 65, 71, 85, 90.)

Preconceptions and stereotypes are often based on "overgeneralized beliefs, assumptions, and misinformation." The result of them is often discrimination. Judgements derive from preconceptions and stereotyped thinking. Judgements of persons who look and act differently are often happening unconsciously. Stress appears in situations in which communication and behavior are unfamiliar. Stress is often present in all parties. According to Padilla (1986) for an immigrant stress (called acculturation stress) can occur in expecta-

tions to speed up to learn the new language, values and life styles in the new culture. If organisational/institutional norms, policies, procedures, and programs “set the context for employee relations” approve unequal relationships among employees they form a barrier. (Hogan 2013, 48–49.)

### 3.4.2 How to overcome the barriers

I have gathered a combination of the methods of Vartiainen-Ora (2007, 47), Maude (2011, 66) and Hogan (2013, 66–67.). They state that these methods help to build effective relationships across cultural differences:

- Concentrate to listen very carefully.
- Show that you listen with your expressions and questions.
- Provide more information; explain more.
- Use “different illustrations and examples”.
- Repeat the main point by using easier language.
- Remember the eye contact and smile.
- *Show respect and empathy.*
- *Pay attention to thoughts and feelings.*
- *Be nonjudgmental, flexible and resourceful.*
- *Manage personal biases and stereotypes.*
- *Tolerate the stress of uncertainty.*
- *Keep a sense of humor.*
- *Assume complexity.*
- *Have patience.*

Figure 5 show the elements that are needed when building cross-cultural communication competence. It includes linguistic skills, nonverbal communication skills and interaction skills. The list above explains how the different parts that are included in these skills should be taken into account in cross-cultural communication and behavior.

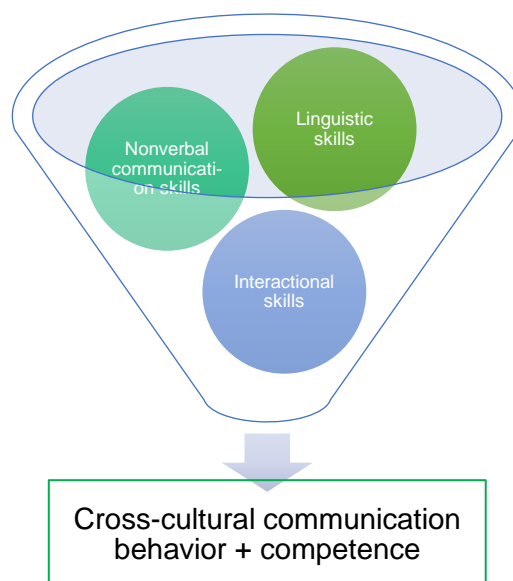


Figure 5. Cross-cultural communication competence (Maude 2011, 75.)

Eermans (2003, in Maude 2011, 74) states that in cross-cultural communication both linguistic and interactional competence is needed. To be able to have interactional competence it requires that the communicator becomes acquainted with the “interactive conventions and rhetorical strategies” the people in certain culture use in communication. Those are e.g. greetings and politeness conventions. Cross-cultural communication competence covers also appropriate communication. For example in a collectivistic country it is not appropriate to ask direct questions. (Maude 2011, 74–75.) The collectivistic and individualistic societies are looked more closely in Hofstede’s model in subchapter 4.1.1.

Finally Mario Castaneda and Justin Barch capture outstandingly that an effective multicultural communication should comprise

1. Clarification of meaning, rather than assumption of another’s understanding
2. Direct one-on-one communication that allows feedback, rather than managers issuing edicts
3. Promotion of general knowledge of cultural factors; but not over-dependence on cultural presumptions (i.e. stereotyping) (Castaneda & Batch 2013, 42.)

## **4 Models of culture and communication**

This chapter introduces Gert Hofstede's and Edward Hall's models of culture and Edward Hall's frame of communication and Owen Hargie's & David Dickson's 5 Ps model of explanation.

### **4.1 Models of culture**

#### **4.1.1 Models of six dimensions in national culture**

Gert Hofstede carried out a study of values at workplaces and found out that they are influenced by culture. Hofstede defines culture as "the collective programming of the mind distinguishing the members of one group or category of people from others". He developed the model of six dimensions in national culture. The dimensions are; power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence. (Hofstede Insights 2017b.) One can find a tool from Hofstede's site (Hofstede Insights 2017a) by which one can compare different countries. I chose to compare Finnish and Russian culture with Hofstede's tool.

By using the model of dimensions the differences in values in different cultures and their possible influence to communication can be demonstrated. As a result of that the discussion partners who have different cultural backgrounds can better understand the aspects they should take into account when communicating with each other.

I carried out a comparison with Hofstede's tool first by comparing Finland to Russia and then reverse by comparing Russia to Finland, to obtain the verbal explanations to the dimensions in these countries. The parts of the results that may be relevant for this thesis, of both comparisons are collected under the dimension titles. The meanings of different dimensions are explained more closely hereafter followed by the comparisons. The figure 5 shows the scores in each dimension. If the score is high it indicates that "the name of the dimension" is dominant in that specific country. For example power distance is high in Russia (and the dimension is called Power Distance).



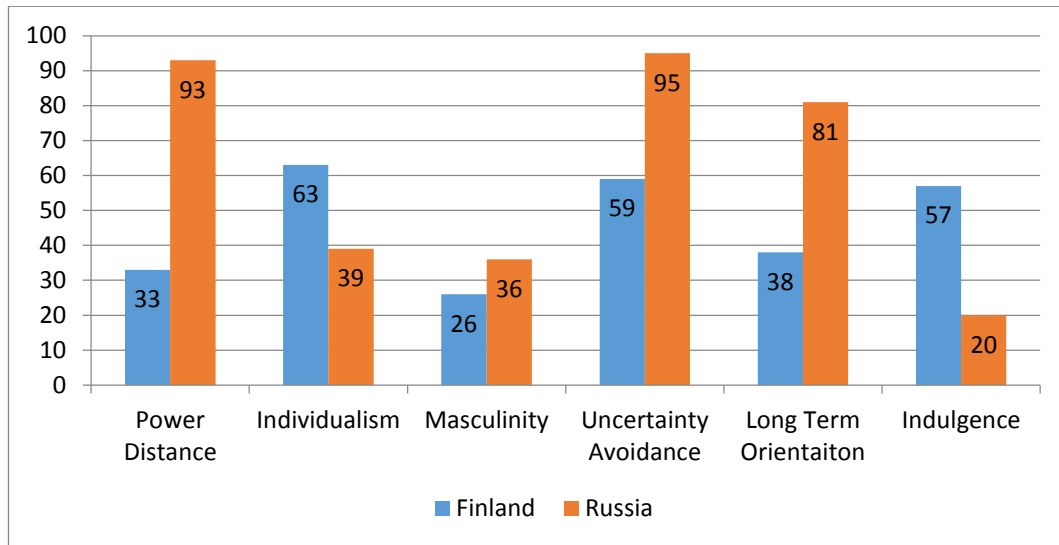


Figure 5. Comparison of cultural dimension between Finland and Russia (Hofstede Insights 2017a.)

### Power Distance

This dimension indicates “the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.” When comparing the Power Distance in the terms of communication; in *Finland* the Power Distance is low (score 33) which is interpreted that employees do not like to be controlled and the relationship between managers and employees are quite informal. The communication between the discussion partners is direct and it is possible to participate to conversations. In *Russia* instead the Power Distance is very high (93), which indicates that managers are controlling and formal. Communication is quite indirect and there is not that much room for participation. In Russia status roles are important in business context. They have to be noticed in all interactions. The contacts should take place from top to down. (Hofstede Insights 2017a.)

### Individualism

This dimension describes “the degree of interdependence a society maintains among its members”. *Finland* is Individualist society with its score of 63. People are expected to take care of themselves and only their close family. In the employer-employee relationships both parties benefit, hiring and promotion are expected to base on merits, “management is the management of individuals”. *Russia* instead is with its score of 39 a Collectivist society, which means that family, friends and even neighborhood are very important. Russians

need to become acquainted with others; relationships should be reliable before they can focus on tasks. (Hofstede Insights 2017a.)

### **Masculinity**

This dimension describes the Masculinity in the society. If the score is high it means that the society is Masculine; in other words competition and success are important. If it is low it indicates that the society is Feminine (the quality of life and caring are important). This dimension demonstrate “what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine).” *Russia* scores quite low, 36 which can be appeared in the way that Russians diminish their personal contributions, when talking with unfamiliar people. They are expected the talk and live modestly. *Finland* scores 26, which is even lower than *Russia*’s score. It means that equality, solidarity and quality in working life are important in Finland. If there are disputes, they are settled with negotiations. Well-being is appreciated. (Hofstede Insights 2017a.)

### **Uncertainty Avoidance**

This dimension describes the extent to which the people react to uncertainty and instability in a society. *Finland* scores quite high (59) on Uncertainty Avoidance, nevertheless *Russia* scores extremely high (95). If a person comes from a culture where the scores are high they try to avoid uncertainty. The rules are important in Finland and Russia. Individuals are motivated by security. In Russia the discussion partners first have to build the relationship before they can start discussing more deeply. Russians act very formal and distant before they know their counterparty. With the formality Russians show respect. (Hofstede Insights 2017a.)

### **Long Term Orientation**

This dimension shows how the society deals with its history, present and future. Normative societies, that score low, attempt to retain traditions and norms and are concerned about the changes. If the scores are high, it indicates that the society “encourage thrift and efforts in modern education as a way to prepare for the future.” *Finland* scores low, 38, which means that Finnish culture is normative. Traditions are important, the focus is on quick results and there is no big tendency to save for the future. With a very high score of 81 *Russia* is a pragmatic society. It indicates that people consider that the truth relies on situation, context and time. The changes are easily adapted. People tend to save and invest. (Hofstede Insights 2017a.)

## **Indulgence**

This dimension reveals “the extent to which people try to control their desires and impulses, based on the way they were raised.” If the control is weak, it is called Indulgence and if it is strong it is called Restraint. *Finland* scored quite high score of 57, which indicates that Finland can be classified as Indulgent. The people are willing to notice their desires and enjoy life. They are optimistic and positive. Leisure time is appreciated and money spent. *Russia* had a very low score of 20, which can be interpreted that Russia is Restraint. That indicates the people have tendency to pessimism. The leisure time is not stressed and the desires are controlled. (Hofstede Insights 2017a.)

## **As a comment for the Individualism dimension of Hofstede’s model**

In the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Cultural Dimensions survey was found that Russia have been transforming into a more individualistic society since 1990’s. The GLOBE cultural dimensions are based on Hofstede’s and McClelland’s studies and Kluckhohn’s theory and the criticisms that they have been encountered have been taking into consideration. (Grachev 2009, 5,11.) The survey has been made for 17350 middle managers in 62 different societies and in Russia for 450 managers (Thomas & al. 2015, 52; Grachev 2009, 4).

One has to pay attention that the cultural models may oversimplify the effects of national culture. They may give the impression that all the people from one particular culture behave like described in model, which is not the case. However the model can be a useful tool for a manager, when she/he takes notice that it has limitations. (Thomas & al. 2015, 64 – 65.) Even if these models simplify the effects of culture, they are useful because without them one might assume that “every person is acting in some completely unique way”. Or one might rely on “common sense” when communicating. It is good to understand that common sense is only common in a particular culture. (Milton 1998.)

#### 4.1.2 Concept of time

The cultures can also be compared with Edward Hall's model of monochronic and polychronic concept of time (Hall 1983, 46). The terms monochronic and polychronic describe how the time is experienced and how it "affects our attitudes, behaviors and communication" (MacLachlan, 2010). Based on Hall's model Richard Lewis has listed the typical features people have when they derive either from monochronic or polychronic cultures. Some of those features are shown in table 1. Finland is considered as monochronic culture and Russia is polychronic. (Lewis 1993, 50.)

<b>Monochronic</b>	<b>Polychronic</b>
<b>introvert</b>	extrovert
<b>patient</b>	impatient
<b>quiet</b>	talkative
<b>comfortable alone</b>	comfortable in groups
<b>plans systematically</b>	planning outlines
<b>works at certain time</b>	works any time
<b>work-oriented</b>	people-oriented
<b>scheduled</b>	timetables vague
<b>sticks to the planned</b>	changing plans
<b>delegate tasks to qualified colleagues</b>	delegates tasks to relatives
<b>complies with the approved methods</b>	use the advantage of relationships

Table1. Comparison between the countries that have monochronic and polychronic concept of time (Lewis 1993, 50.)

As having a monochronic concept of time, a Finn can be described to be for example; introvert, quiet, patient, and comfortable alone. And a Russian, as being from a polychronic culture, could be pointed out as an opposite; extrovert, talkative, impatient, and comfortable in groups. Finns and Russians seem to be totally opposite according the Concept of time, which may cause challenges for communication.

## 4.2 Models of communication

### 4.2.1 Low-context and high-context communication framework

Communication in different cultures can be reviewed with Edward Hall's low-context and high-context communication framework. By using the framework it is easier to perceive the function of communication in individualistic and collectivistic cultures. According to Hall human transactions are determined as low-context or opposite high-context communication systems. (Samovar & Porter 394.)

"a high-context (HC) communication or message is one in which most of the information is either in the physical context of internalized in the person, while very little is in the coded, explicit, transmitted part of the message. A low-context (LC) communication is just the opposite; i.e., the mass of the information is vested [transmitted] in the explicit [clear] code. "(Hall 1981, 91.) "Any transaction can be characterized as high-, low-, or middle-context." (Hall 1981, 101.)

High-Context (HC) indicates transactions in which a very little information is transferred in the message. The receiver already has the information or/and it is in the context.

Low-Context (LC) transactions mean that most of the information is in the transferred message, because there is lack of information in the context. Context covers status, activity, setting, and experience, and culture. None of the cultures stands in the end of the scale of HC and LC; anyhow some are high and some are low. Individualistic cultures provide the settings for LC communication and in collectivistic cultures HC communication is prevailing. America is quite low on the scale, but German and Scandinavian countries are even lower. China is high, which is particularly noticed in Chinese written language that has not changed for past three thousand years. (Hall 1981, 91; Samovar & al. 1997, 394).

The Hofstede's dimension of Individualism indicated earlier above that Finland has an individualistic and Russia a collectivistic culture; referring to that Finland would be included into the LC countries and Russia into the HC countries. The model indicates that in Finland the messages would be uncovered, simple and clear and in Russia there would be hidden and implicit messages. In LC cultures the verbal communication is more important than body language and in HC culture there is a lot of nonverbal communication. Hall's concept also describes the culture by stating that in HC culture people make strong bonds in family and community and in LC cultures the bonds are loose. (Hall's cultural factors 2016.) The importance of relationships is likewise mentioned in Hall's model Concept of time and in Hofstede's model in dimension Individualism.

#### 4.2.2 5-Ps model of explanation

The model of 5-Ps explains the key elements in explaining; pre-assessment, planning, preparation, presentation and 'postmortem'. Blundel et al. have built their model, that figure 6 illustrates, on the basis of ideas of French (1994), and Kagan and Evans (1995). Studies have confirmed that when a person plans carefully she/he has better possibilities to explain [speak] effectively. (Hargie & al. 2004, 204 – 205.)

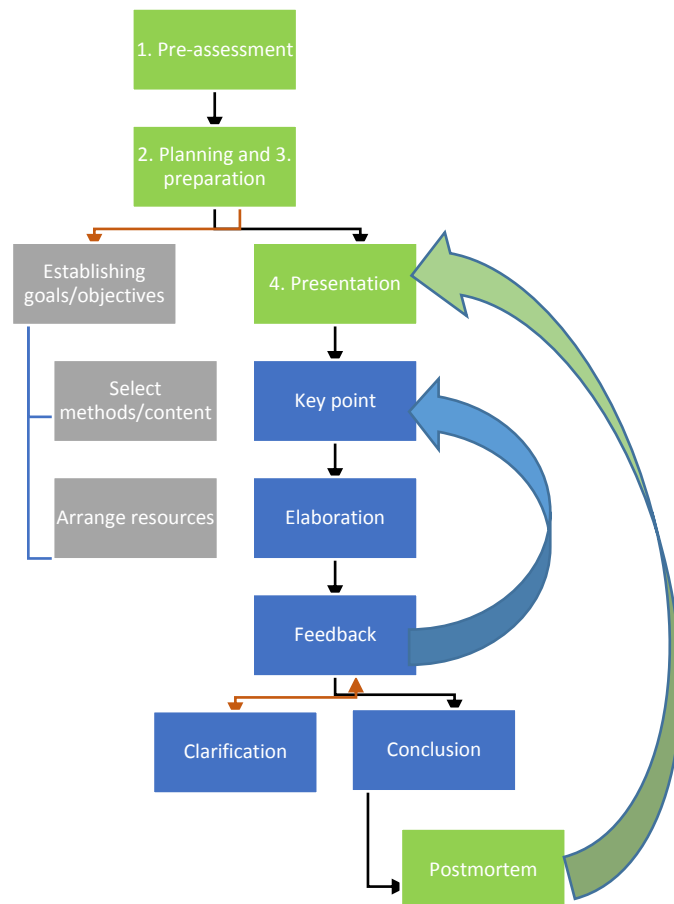


Figure 6. The '5-Ps' model of explaining (Hargie & Dickson 2004, 205.)

The *pre-assessment*, that is the first phase in the 5-Ps model, can be carried out by using a check-list that points out what kind of issues should be evaluated. Those issues are as follows: what the other person needs or wish to know; what kind of knowledge she/he has now; what is the listener's ability to understand what she/he hears and what is the potential emotional impression. (Hargie & al. 2004, 206.)

The second phase, *planning and preparation* includes following issues; establishing goals/objectives, identifying content and selecting methods, arranging resources. The listener should feel that what she/he is listening is worthy. The speaker should “have a firm grasp of the issue” she/he explains and defined the goals that are meant to be reached in the interaction. In the phase of planning and preparation the speaker also needs to identify the content (the material to be set to across) and select what kind of methods to use. It is essential to notice and select the key elements. Arrange resources phase is meant to such purposes as occasions of formal presentations. It comprehends such as visual aids; pictures, videos, etc.. (Hargie & al. 2004, 206–208.)

The effectiveness of the *presentation* depends on “the flow of the discourse and levels of clarity created”. Key points should be presented one by one. After the point is expressed, it should be elaborated and checked if it was understood, before carrying on. If needed clarification would be given. Ruben (1990) stated that if an explanation includes more details than what is essential it is “as defective as one that does not carry enough”. Therefore it is good to keep in mind the principle of KISS i.e. “Keep it short and simple”, which was supported by Blundel (1998) in order to communicate more understandably. (Hargie & al. 2004, 208–210.)

Conclusion gives the possibility to summarize the explanation. Postmortem means that the presenter should evaluate if the goals and objectives were met. If needed some issues has to be repeated. Hargie et al. provide several ways to test the impact of explanation. The speaker should notice the nonverbal behavior of the listener. However, because people are different; [especially in different cultures]; the nonverbal behavior does not necessarily reveal anything. Another way is to ask questions or inquiry if the listener has questions, or ask her/him to summarize what has been talked. But the request for summarizing has to be done delicately, thus that the other partner does not feel “being tested”. (Hargie & al. 2004, 217–218.)

The 5-Ps model of explanation is presented in Hargie & al. in a combination of expressing a presentation, but I consider it to be suitable to interpersonal interaction situations as well, because it fits well with of the classical model of communication (sender encodes the message to receiver via channel, the receiver decodes it, and gives feedback), that is presented in subchapter 3.1. 5-Ps model includes the preparation that should always be included to communication process. A manager should not for example have development discussion with his subordinate if she/he has not made any preparations and had not set any goals for discussion. When she/he discuss with a subordinate she/he should find out

the key points and check if the subordinate understand the message. If she/he receives feedback she/he should react to it.

However because the original model of Hargie and Dickson seems to be complicated for the interpersonal communication situations I simplified it and also changed the “presentation” phase for “discussion” which I find more describing for the interpersonal communication situations. The simplified version is shown in the figure 7.

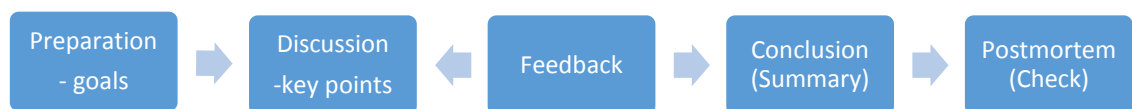


Figure 7. Model of interpersonal communication modified from Hargie’s and Dickson’s model of 5-Ps (Hargie & Dickson 2004, 205.)

In this simplified model the first phase is “preparation”, in which the goals and objectives of discussion should be determined. After the preparation it is time for “discussion” in which the key points should be presented. The next phase is “feedback”, that is given by the listener during the discussion (one should also notice the nonverbal feedback). At the end of the interaction situation there should be a conclusion, by which it is possible to summarize what has been discussed. Finally in the phase of “postmortem” the speaker checks weather the goals were reached and ensures that the message was understood as it was meant.



## **5 Study among Finnish managers**

This chapter introduces the process and the results of the questionnaire that was sent to Finnish managers who have Russian subordinates. This chapter first expresses the target and objective of the study in subchapter 5.1. After that, subchapter 5.2 describes the methodological choices and description of implementation of the study. And finally in subchapter 5.3 the results of the study are presented.

In order to receive the experiences from the field I performed a study among Finnish managers who have Russian subordinates. I sent questionnaires to those Finnish companies that were supposed to have interaction with Russians or people originated from Russia. The received study results describe Finnish managers' experiences and attitudes towards Russians both in Finland and Russia, even if the initial purpose was only gather the results from those managers who have experience of those Russian subordinates, who work in Finland. However the amount of results was so low that if all the results were not taken into account the empirical part of the thesis would have been very restricted. Therefore I decided to include all the results and thus the results describe mostly Finnish managers' experiments that are gathered in Russia and a limited part of them are collected in Finland.

### **5.1 Target and objective of the study**

The target of the study was to find out what kind of interpersonal communication situation are the most challenging for the Finnish managers who have subordinates with Russian origin in Finland. Furthermore, the object was to find out what kind of measures the managers have used to overcome the possible obstacles they have encountered in those communication situations. The purpose was additionally to find out how well managers had become acquainted with the Russian culture. In addition to above mentioned the study was intended to provide the managers' opinions about the results of cultural comparison between Finland and Russia, which was made by Hofstede's tool. The managers were also requested to express what they have found most demanding in interpersonal interaction in multicultural communication.

## 5.2 Methodological choices and description of implementation

The study was carried out as qualitative research in companies who have location in Finland. The questions were addressed to Finnish managers who have Russian subordinates. I decided to ask open questions because I wanted to receive as much information as the respondents were willing to give and did not want to limit the answers. Because it was expected that the amount of responses would not be high this method was suitable to apply.

I sent questionnaires to 270 organisations. The contact emails were collected from the internet pages of Finnish-Russian Chamber of Commerce (FRCC). The emails that were sent to companies including questions were attached with two enclosures; one of them was a questionnaire, that was visually better than the email itself and the other enclosure included the comparison between Finland and Russia made the Gert Hofstede's tool. The most of the email addresses began with info- or equivalent and therefore did not reached directly the managers. Around ten of the emails were sent directly to the persons. The inquiries were sent first time on 2 November 2017 to 250 organisations and 8 November to 20 companies and 8 and 9 November second time to the first 250 companies. The recipients were given one week to answer in both of the times.

The study was performed in Finnish language except the Hofstede's comparison between Finland and Russia was provided in English. Questionnaire included three open questions that are translated here to English as follows:

1. What kind of interpersonal communication situations are the most demanding
  - a. in a multicultural communication?
  - b. in communication with your Russian subordinates?
2. What kind of difficulties you have noticed in interpersonal communication and how did you overcome them?
3. Have you made yourself acquainted with the Russian culture in order to understand the values and behavior of Russian subordinates? If you have, in what manner?

The concept of interpersonal communication was explained in the questionnaire to the respondents as follows: Interpersonal communication is a communication that occurs between people face to face. Interpersonal situations at the workplaces are inter alia: discussions, meetings, one-to-one meetings (for example development discussion), orientation, and lunch and other meetings.

### **5.3 The results of the study**

As expected the amount of responses was quite low. I received five responses and majority of the respondents (Finnish managers) work or have worked in Russia, and one of them in other Slavic countries, too. One of the respondent was woman, thus there were four responses from men.

Some companies (5) answered that they do not have Russian subordinates or any multicultural communication. One large company told that they do not have time to share the questions to the managers. Some of the managers did not know if their company had Russian workers in Finland.

The study was intended to find out those difficulties in communication that Finnish managers face with subordinates of Russian origin in Finland. However most of the respondents had gathered their experiences while working or visiting in Russia. There was only one response in which it was possible to notice that the manager had a Russian subordinate in Finland. Those answers are marked with (F) in the table 3. However there was noticed same kind of answers/problems regardless in which one of the countries the Russian origin subordinates were. For example the lack of language skills were mentioned regarding both of the countries.

#### **5.3.1 Results from open questions**

I divided the responses of the two first open questions to multicultural and Russia. And furthermore I divided them to communication results and culture results to make it easier to analyse them with the culture and communication models introduced in this thesis. The results are expressed in text, but they are also collected to two different tables (Multicultural results and Russian results) to make it easier to notice the “problems”. The table also includes the possible ways to solve the “problems” collected from the answers of managers. Table 2 describes the difficulties for a Finnish manager in multicultural situations and how she/he could manage them. Table 3 describes the difficulties for a Finnish manager with Russians and how she/he might manage them. Table 3 also describes one difficulty for a Russian person (marked with R) in the Finnish culture and explains how a Finn can help to resolve with it.

## MULTICULTURAL

### Communication

The study indicated that the lack of language skills is challenging in interpersonal multicultural communication. If there is not a common language, it is not easy to guarantee that there would not be any misunderstandings. The use of interpreter makes also communication between the partners demanding. One of the respondents mentioned that it is easiest when none of the conversation participants speak their own language, thus no one “conquers” in the situation.

### Culture

It was mentioned that in all multicultural situations it is important to remember people’s social reality. It varies from country to country and from social class to social class. If one does not understand or take into account that, surprises can occur. The manager has to consider with whom she/he negotiates, and observe the other person’s starting point concerning values and experiences.

	<b>Context: Multicultural</b>	<b>Problem</b>	<b>How to manage</b>
<b>Communication</b>	Lack of language skills	Misunderstandings	Use of interpreter
<b>Communication</b>	The use of interpreter	Discussions are not same than directly to the counterpart	If the both speak the “not mother tongue” no-one conquers
<b>Communication</b>	Negotiations	With whom to negotiate	Knowledge of the culture (status) and what is the other persons starting point (values)
<b>Culture</b>	Social reality	Lack of understanding	Understanding of that the social reality varies from country to country and between social classes

Table 2. Difficulties for a Finnish manager in multicultural situations and how she/he can manage them

## RUSSIA

### Communication

Some of the Finnish managers stated that Russians are proud and patriotic nation and for that reason they are not always willing to listen to others. The diplomatic communication, where the issue is reviewed from different points of views is challenging. One cannot in any case cause outbursts in the counterpart, but instead slowly try to reach the goals.

In Finland it was noticed that there are problems with oral language skills for examples in the situations where instructions are given to the subordinate. The solution has been that instructions are given in writing. The Russian subordinates have to be encouraged to talk about those issues that bother them.

It was stated that it is always demanding to give negative feedback personally in one-to-one interaction to a Russian subordinate. Often the person denies the issue even if the facts are shown. It is challenging to justify the matter and try to have a development conversation. It helps if the manager acquaints herself/himself with the functions and most difficult issues, in order to get useful discussions and to show the subordinate that she/he has support and the manager is interested. If the manager would not prepare herself/himself and instead would dictate something from the own point of view, it could have a negative influence to motivation.

For a Russian Finn's direct talk without any small talk is a "shock", especially if a Russian is not used to Finnish customs. A Russian never talks directly, instead she/he talks very indirectly. The more difficult the matter is, the more longer "pre-talk" is needed. On the other hand the clear and straight way of presenting issues and make decisions is important and it raises confidence. When persons have worked a long time together, the interaction will be more direct.

It is difficult to resolve problems, especially when the Russian counterpart is stronger in the case. They are not really willing to compromise. Sometimes one gets impression that the issue is understood, but afterwards when checking the situation that is not always the case. These situations usually need more time to introduce. Russians have their own courses (of action) and it is difficult for them to give up those habits.

## Culture

The challenges with the Russians are their attempts to achieve perfection and they are rigorous and avoid uncertainty and mistakes. It's also a question of how large the difference is between the person's position (status). In a Finnish culture the status does not count so much, but in Russia it is significant.

It takes time to make changes in Russia. They have to be justified very carefully. People are often suspicious.

	<b>Context: Russia</b>	<b>Problem</b>	<b>How to manage</b>
<b>Communication (F)</b>	Lack of language skills- no common language	Misunderstandings	No results in study
<b>Communication (F)</b>	Lack of oral language skills (subordinate?)	No results in study	Written instructions  Courage to talk about problems
<b>Communication</b>	The difference in meanings	Misunderstandings?  [No results in the study]	Asking, more time to discuss, justification, small talk
<b>Communication</b>	Negative feedback	Refusal	Pre-arrangements, Justification in a constructive way
<b>Communication</b>	Unwillingness to compromise	Russians have their own course of actions	More time to solve
<b>Communication (R)</b>	Finn's direct talk is challenge for a Russian	Impoliteness?  [No results in the study]	Finns: Small talk, pre-talk, indirect talk with Russians
<b>Culture (F)</b>	Achievement of perfection, rigorous, uncertainty avoidance	No results in study	No results in study
<b>Culture</b>	Slowness in changes	People are suspicious	Careful justification

Table 3. Difficulties for a Finnish manager with Russians and how she/he can manage them. Difficulties for a Russian person (R) in Finnish communication and how a Finn can help in them.

## **Acquaintance with the Russian culture**

This section deals with the results to the third question in questionnaire. The respondents have become acquainted with the Russian culture in practice. Most (3) of them have lived long time in Russia or have at least 15 years of experience of Russians. One of them has created many different teams and one of respondents mentioned that he has spent spare time with Russians. It helps if the manager has language skills in Russian language. Some of the respondents expressed that they have become acquainted with Russian history, music, arts and books. Openness and discussions with the subordinates have helped to understand the culture. One of the respondents stated as follows: When one understands their mindset, it is much easier to communicate and get the message through, however it is time consuming. It is important to have long-term mutual confidence.

One of the respondents expressed that in his opinion Russians and people from other Slavic countries are similar. It is important to remember the history of those countries. The thinking of "one for all and all for one" in Nordic countries does not become fulfilled. It has been seen that the own agenda has been important for people even if the things are done for common wealth. That is however changing with the younger generation. One of the respondents has acquainted with the Russian culture very slightly, but has noticed the differences in the cultures between Finland and Russia.

### **5.3.2 Managers' opinions about comparison of Hofstede's model**

I received two opinions directly about comparisons made of Russian and Finnish cultures with Hofstede's model. One of them was from a Russian manager and the other one from a Finnish manager. The Russian manager commented that one cannot talk about "Russians" because Russia is a very large country and very different in different parts of it. For example if one compares Moscow to Chechnya, there is huge difference. He stated that even St Petersburg and Moscow are so different that the conclusions cannot be combined. One Finnish manager also mentioned that there is difference between Moscow and St Petersburg. "People from different social groups also differ significantly", continues the Russian respondent. Those persons who work in Western organisations are closer to European mentality, "rather than to the traditional stereotype of understanding of the Russian culture." He states that it "looks like the description [made by Hofstede's model] is based on common stereotypes rather than comprehensive research."

The Finnish manager commented the comparison by commenting every dimension separately as follows:

- To Power Distance: The Russian subordinate had said that he/she is not used to criticize his/her chief. This can be seen in that how he/she tries to get “us Finns to understand Russian culture and what should be understood here”.
- Individualism: The collectivism is shown in courtesy towards colleagues.
- Masculinity: “The masculinity is shown in that that my subordinate thinks that my boss, who is a man, and is his/her boss in export, should be more active in export negotiations with Russians. He/she thinks that Russians believe Russians. “
- Long term orientation: The respondent thinks what is stated in this dimension is true. It is important to invest and to be able to manage by own self. Status is important.
- Indulgence: It is important to be work oriented and perform. But travelling is important, too.

#### **Comments to managers’ opinions of comparison made by Hofstede’s model**

The both of the respondents seemed to comment Russians. The Finnish manager mostly mentioned issues that strengthen the results from Hofstede’s comparison. Only in the connection with the dimension “Indulgence” manager mentioned that ‘the travelling is important’, which that does not fit in with the modesty mentioned in Hofstede’s model. However regarding the dimension of Masculinity; maybe the respondent did not really understand what was meant with that dimension and how Russia scored on it. Russia is determined quite low (only 36) in Masculinity, which stands for that Russia is a feminine state (both men and women are supposed to be modest.)

The Russian manager on the contrary appears not to agree what was stated about Russians and expressed that it was based on common stereotypes rather than research. I do not have knowledge if the Russian respondent had previously made acquaintance with Hofstede’s model. I did not either mention on my study that the results of the comparison were based on comprehensive researches made by Geert Hofstede, Gert Jan Hofstede, Michael Minkov and their research teams in 76 countries (Hofstede Insights 2017b.)

However Hofstede’s model has faced critic from other persons too for example Peter Franklin states that Hofstede’s studies are “hologistic, nomothetic and quantitative investigations that supply insight about the values and varying expressions of those values to be found in society generally”. The differences which those studies point out may not find out the difficulties that “that international business cooperation” face. “They are far away



from daily communication situations and interactions ... and thus offer little help to international managers in the area of communication” The model is used because of the lack of the workable alternatives expresses Franklin. (Kotthoff & Spence-Oatey 2007, 264–265.)

### **5.3.3 Results from study to managers compared to theories in thesis**

#### **Hofstede vs. Managers**

I also compared the other results that I received from the Finnish managers with some results of Hofstede’s Finnish-Russian comparison and I found out that quite a many of the statements Hofstede had expressed with his model were confirmed by Finnish managers. Even if there was only one Finnish manager who directly commented the results of comparison between Finland and Russia, made by Hofstede’s model (that was attached to questionnaire sent to them), I collected the issues from other managers’ responses and made the comparison.

The table 4 shows dimensions titles with Russian scores in brackets and some of the descriptions of Russians picked up from the results of using Hofstede’s model. Under the title of Finnish managers’ statements, it is shown if the Hofstede’s descriptions of Russians were confirmed by Finnish managers. To make it easier to understand I also provided descriptions of the meanings of the dimensions in Hofstede’s model.

The results from managers concerning changes in Russia is totally opposite, compared to feature indicated in dimension “Long term orientation” in Hofstede’s model. Hofstede’s model indicate that changes are easy to make in Russia, but some of the managers in my study expressed that it takes time to make changes in Russia and they have to be justified carefully; as the table 3 also shows. The responses from managers however strengthen e.g. the result of Hofstede’s dimension “Power Distance” of that status is important in Russia and as mentioned above most of the issues stated in the table by Hofstede were confirmed by Finnish managers. However all the features describing Russians that were expressed with the results of comparison made with Hofstede’s model between Finland and Russian are not mentioned at the table; e.g. in dimension “Masculinity” because I chose some of the them. Thus one should not make a conclusion that almost everything that Hofstede states is confirmed by the Finnish managers on the field. The table 4 only shows that some of the Russian features can be confirmed by experiences of managers who responded to the study.

Dimensions	Hofstede	Finnish managers	Explanation of dimension
<b>Power distance</b> (score 93)	Managers are controlling and formal	Confirmed; one responded that the subordinates are not used to criticise the boss	The extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.
	Indirect communication	Confirmed	
	Status roles are important and have to be noticed (top-down) contacts	Confirmed	
<b>Individualism</b> (score 39)	Family and friends are important	Confirmed	The degree of interdependence a society maintains among its members
	Acquaintance is important	Confirmed	
<b>Masculinity</b> (score 36)	Russians diminish personal contributions	Not mentioned	High score= society is Masculine; competition and success are important. Low score = society is Feminine; the quality of life and caring are important.
	Russians are expected to talk & live modestly	Not mentioned	
<b>Uncertainty avoidance</b> (score 95)	Avoidance of uncertainty	Confirmed, changes are difficult	The extent to which the people react to uncertainty and instability in a society
	Building of relationships	Confirmed	
<b>Long term orientation</b> (score 81)	Changes are easily adapted	Totally opposite answer: It takes time to adapt changes	If the scores are high, it indicates that the society "encourage thrift and efforts in modern education as a way to prepare for the future."
	People save and invest	Confirmed	
<b>Indulgence</b> (score 20)	Pessimism	Not mentioned	"The extent to which people try to control their desires and impulses, based on the way they were raised."
	Leisure time not stressed, desires are controlled	Not confirmed, travelling, and the own "agenda" seem to be important; although it's changing	

Table 4. The descriptions of Russians made by Hofstede's model compared to in Finnish managers' statements in thesis study

### **Hall's Concept of time vs. Managers**

Some of the typical characteristics that are expressed by Richard Lewis (table 1) based on Hall's model of Concept of time were mentioned in the results of my study as well. The study indicated that Russians are people-oriented (polychronic), but one manager also mentioned that they are work-oriented (monochronic). So in this particular feature Russians seem to have both attributes. (However the answer that indicated that Russians are work-oriented was from a manager, who works in Finland and the Russian subordinate is also in Finland, so that might indicate that the subordinate has assimilated to Finnish culture and absorbed that feature from Finland.) The feature of people-oriented can be recognised in the way that Russians give presents and acknowledge their workmates, pointed out one manager. This feature is also seen in Hofstede's dimension of "Individualism", in which Russia scored low and that means that it is a collectivistic society and therefore family, friends and neighborhood are important. I assume that it also covers workmates. The characteristic of talkative in Lewis's table could be interpreted that Russians need small talk and long explanations, as my study indicated. It is not polite to go straight to the point, as Finns would often like to do.

### **Hall's Low context and High context communication framework vs. Managers**

Applying Gudykunst & Ting-Toomey (1988) as Finland is possessed as an individualistic country by Hofstede's dimension, it indicates that Finnish society tends to support Low context communication (LC), which means that most of the information is in the transferred message, because of the lack of the information in the context. Because Russia is considered as a collectivistic country that endorses High context communication (HC), it means that there is a very little information in the message thus the information the receiver already has and what is in the context is provided. (Samovar & al. 1997, 193.)

The study to the managers indicated that small talk, pre-talk and indirect talk is needed with Russians (Table 3) which might indicate that in Russia messages would be hidden and implicit as mentioned in 4.2.1 as a character of HC cultures. Thus the study to managers could point out features of HC in Russians. On the contrary when Finland being LC culture, the messages would be uncovered, simple and clear might be connected with the study results of managers about Finns "straight to the point" talk. However one cannot definitely state that things are as I expressed in this section, because e.g. the length of the discussion (including pre-talk and small talk), that managers mentioned does not necessarily indicate that the messages are implicit. Therefore there cannot directly be found connection to Hall's context theory in managers' answers.

## **Hargie's & Dickson's theory vs. Managers**

The model of 5-Ps can also be reflected in results of the thesis study. It is important to make preparations when communicating with different cultures and in this case with Russians. If a Finnish manager speaks Finnish to a Russian subordinate she/he has to take into account the Finnish language competence of the subordinate. In the preparation the manager needs to think about the goals of the discussion and find out the key points and during the discussion while getting feedback the manager should alter the interaction style if needed; for example if she/notice that the subordinate/other partner does not follow. In the end of the discussion it is good to make a summary of the issues that had been discussed. At the end the manager should check if the message has gone through to the subordinate/other partner as it was intended to. For example if there were some instructions given in the discussion provide them in a written form as well to make sure that they will be understood and followed.

At the preparation stage it is useful to a manager to make herself/himself acquainted with Russian culture and possibly learn the language if she/he communicates with Russians who do not speak Finnish or English. If the manager does not speak Russian she/has to be ready to interact through an interpreter or speak possibly English when being in Russia.

### **5.3.4 Summary of the results and reflection to theories**

With the empirical study it was found out that language skills are important in both in multicultural and intercultural communication. In Finland the lack of language skills of Russian subordinate has made it difficult to the person to understand orally given instructions and therefore the instructions have to be given in written. If the Finnish manager is in Russia or dealing with Russians it is easier if she/he can speak Russian language. The interaction is better without an interpreter. For the Russians it is difficult if a Finn communicates in a manner that is too direct, therefore it maybe is good if the manager is conscious of this when addressing something to Russian subordinate. When persons have worked a long time together and know each other, the talk can be more direct.

The study results indicated that a Finnish manager should become acquaint with the Russian culture e.g. values and the significance of status and social reality in the country. To be able to understand the culture, it needs a lot of communication and the participants need to spend time together; the culture cannot be learned only by reading. It was also mentioned that it is demanding to give negative feedback to Russian subordinates. Rus-

sians do not easily make compromises, thus one needs patience in discussions. The changes are challenging for Russians and they need careful justification.

The results for part of Russia, which were received from the Finnish managers regarding to the comparison made by Hofstede's model, mostly confirmed what Hofstede had found out, except concerning the issue of making changes in Russia as it is shown in the table 4. Managers' results compared to Hall's concept of time confirmed e.g. the polychronic nature of Russian culture; however one result of the thesis study showed also monochronic features in a Russian. Some other attributes Hall has found typical to polychronic societies e.g. as they being a collectivistic society relationships are important, were affirmed by the managers' experiences of Russians. And concerning communication, the managers pointed out that small talk is vital in Russia, which can also be recognised in Hall's theory of Concept of time as Russians being talkative (table 1). However there was not directly found correspondence between Hall's theory of contexts and the results of managers.

#### **5.4 Recommendations to Finnish managers who have Russian subordinates**

As a conclusion, when reviewing the results of the study and the theories that have been introduced in this thesis this subchapter gives recommendations to interpersonal interaction situations between a Finnish manager and a Russian subordinate.

The study showed that it is important to become acquaint with Russian culture to better understand Russians. The familiarization should be done in practice in contact with people; one cannot only study it from literacy. The ways the respondents have become acquainted with Russians and Russian culture have been such as: discussing and being open with subordinates, spending free time and interacting with Russians colleagues, building teams, by acquainting oneself with the history and arts and by visiting in Russia.

The importance of language skill also arose from the responses, because it is easier to establish close connections when there is a common language. Those managers who live or have lived in Russia have learned Russian language. The manager who has Russian subordinate in Finland told that the lack of common language creates miscommunication. Taking to account the above mentioned that was stated by managers it would be good for the manager to either improve her/his own language skills (e.g. learning Russia) or provide the Russian subordinate language teaching (e.g. in Finnish).

The ways to overcome the barriers in communication as it is explained in subchapter 3.4.2 are good to take into notice between Finns and Russians as well. For example the Finnish manager should have patience and manage personal biases and stereotypes. The man-

ager should be flexible and resourceful in face-to-face communication; by using “different illustrations and examples” or repeat the main point by using easier language or explain more, if the subordinate lacks language skills and does not understand her/him.

As Finns typically do not use much nonverbal communication, the manager should acknowledge that Russians are classified to be the opposed and therefore it is good to keep in mind that the manager should show with her/his expressions and questions that she/he listens. It is important to show respect and empathy; by doing that the (possible new) Russian employer can have courage to speak about the difficult things. It is important to create a trustful relationship.

The manager may get some understanding about Russian culture by familiarising herself/himself to the comparisons in this thesis made with Hofstede’s and Hall’s model in chapter 4. In addition to that a manager might find useful to check the results from study by observing the table 3 that describes the difficulties and possible solutions to them and the comparison in table 4, that shows the connection between Hofstede’s model and the responses from managers and by reading the other results of the study in subchapter 5.3.

One needs to take into account that many of the experiences that were received in combination of thesis study might refer to Russians in Russia, therefore it cannot be stated that these study results represent the situation at work places in Finland. However a subordinate, who is originally from Russia, at any rate if she/he was born and lived there for a longer time, could supposedly at least have some of the Russian habits and course of actions still in Finland. Therefore the experiences from Russia can somehow be adapted in Finland as well even if the Russian immigrants may have integrated to Finnish society and possibly changed their way of communication and courses.

## **6 Discussion**

This chapter concludes the thesis and includes considerations of the study results. It deals with the trustworthiness of the study and gives suggestions for the further work.

The thesis has introduced the reader intercultural and multicultural interpersonal management communication and familiarised the reader with the cross-cultural communication. It has dealt with the communication topic by explaining how culture affects into it by introducing two cultural models that can be helpful tools in understanding the differences and similarities in communication between different cultures. The issue has furthermore been reviewed by studying it with two of models of communication. The empirical part has been carried out among Finnish managers in Finnish organisations who have Russian subordinates.

### **6.1 Consideration of results**

The analysis indicated that the collected results from comparison between Finland and Russia made with Hofstede's model were mostly confirmed by managers' statements. However the reader needs to pay attention to that, that the list of the statements collected to table 4, which describes Russians according to Hofstede's studies, is not a complete collection of the various subjects that can be included in a Russian society defined by Hofstede's model. The purpose of the comparison was to find out if there was connection between Hofstede's statements and managers' experiences.

There were also similarities found in the results gained from the study to managers and the features mentioned in Hall's model of Concept of time. However the study to managers indicated that at least one individual with Russian origin had also monochronic features, which is not typical feature of Russian society according to Hall, as it being classified polychronic. Nevertheless because the amount of respondents and particularly responses concerning those subordinates who work in Finland seem to be only one, the results of the study do not reflect broadly the situation at workplaces in Finland.

There was not directly found correspondence between Hall's theory of contexts and the results of managers. If the questionnaire, would have included structured question, that guide the answers, there might have been found some correspondence. One needs to remember that to these models have been collected the similarities that describe the features of a large number of the individuals in a certain culture. In every country there are individuals who do not represent "the typical people defined by the model" in that culture.

## 6.2 Trustworthiness of the study

Because the low quantity of responses one cannot generalize the responses. In certain parts I was not 100 % sure if I understood the responses correctly even if all the Finnish managers responded in Finnish. I think this might often be the problem with non-structured questions, because the respondent has the possibility to answer freely. When analyzing the quality of the responses, some of them were not written correctly or they were not specific enough and therefore they gave room for misunderstanding. Furthermore I have translated the responses from Finnish to English, so it is possible that because of the translation there might be some differences in meanings.

In addition to above mentioned after I received the responses I noticed that I did not point out in the questionnaire that I would like to have answers from those interaction situations that occurred in Finland. However the responses didn't exclude that some of those situations that they described could have happened in Finland, but I got that impression that in most of them if they had taken place in Finland the Russian counterparts only visited Finland. Only one respondent seemed to tell the situations that have occurred in Finland between a Finnish manager and Russian subordinate. From some answers (e.g. when one manager mentioned that "it is difficult when especially when the Russian counterpart is stronger in the case") came across that the manager didn't write about subordinates but instead of Russian counterparts generally.

I also noticed that I actually did not receive the answer that I expected to the first question. The answers to the first and second questions were quite similar. The first question was intended to give answers to whether one or some of the interpersonal communication situations; one-to-one discussions (e.g. development discussions), orientation, lunch and other appointments; are more challenging to the managers than others. Even if I had written the explanations for different interpersonal situations on the questionnaire, only one of the respondents mentioned development discussion and the other one told that the situations where changes are made are difficult. When now analysing this question, I may have used wrong words in the first question in order to receive the answers I wanted. Instead of asking "What kind of interpersonal communication situations are the most demanding?" I should have formed the question e.g. "Which one of the interpersonal communication situations are the most demanding?" And then give the examples of the situations (e.g. one-to-one discussions) right after the question or make a structured question of it. Therefore the study did not find out if there was any difference between those above mentioned different interpersonal communication situations. However the information received from the first question was useful to use in combination with the results of second question. When



reading the analyses of the results one needs to bear in mind that this is a thesis made of student, who have a very limited experience of performing this kind of studies.

### **6.3 Suggestions for further work**

Because of the limited number of the respondents and results from Finnish managers in this study, it would be useful to make more comprehensive study to them. I consider that one good way to receive more responses would be face-to-face interviews to the managers combined with questionnaires sent by email. I think that it's a good starting point to collect the contact addresses for the companies from of Finnish-Russian Chamber of Commerce, but also to receive more results it might be better to find out the managers who have Russian subordinates in Finland, but it is very time consuming. It would furthermore be interesting to carry out a study among Russian subordinates in Finland and receive their experiences of face-to-face-communication with a Finnish manager. And also get their point of views of the statements collected to this thesis. Almost the same questions except vice versa could be asked from Russian subordinates.

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Kasvokkaisviestinnällä tarkoitetaan viestintää, joka tapahtuu ihmisten välillä kasvotusten.

**Kasvokkaisviestintätilanteita työpaikalla ovat mm. keskustelut, kokoukset, kahdenkeskiset palaverit (esim. kehityskeskustelu), perehdytys sekä lounas- ja muut tapaamiset.**

## Appendices

### Appendix 1. The study questionnaire

Hyvä esimies

*Mikäli ette itse kuulu kohderyhmään, pyytäisin ystävällisesti siirtämään tämän kohderyhmään kuuluvalla esimiehelle yrityksessänne.*

Opiskelen Haaga-Helia ammattikorkeakoulussa viestintää ja teen lopputyötäni seuraavasta aiheesta: **Esimiehen ja alaisen välinen kasvokkaisviestintä monikulttuurisessa työyhteisössä**

Keskityn kuvaamaan **suomalaisen esimiehen ja venäläisen alaisen välistä viestintää** ja olisin kiitollinen, **jos voisitte vastata lyhyesti seuraavaan kolmeen kysymykseen.**

1. Millaiset kasvokkaisviestintätilanteet ovat mielestänne vaativimpia
  - a) monikulttuurisessa viestinnässä?
  - b) venäläisten työntekijöiden kanssa viestiessänne?
2. Mitä vaikeuksia olette huomanneet kasvokkaisviestintätilanteissa ja miten olette selvinneet niistä?
3. Oletteko tutustuneet venäläiseen kulttuuriin ymmärtääksenne venäläisen työntekijän arvoja ja käyttäytymistä? Jos olette, niin millä tavalla?

Liitteenä on yleisesti käytetyn Gert Hofsteden mallin avulla tehty vertailu suomalaisten ja venäläisten arvoista. Olisin myös iloinen mikäli ehtisitte tutustumaan siihen ja **kommentoimaan mallin avulla tehtyjä päätelmiä edellä mainitusta kansallisuuksista.**

Pyydän teitä ystävällisesti toimittamaan vastauksenne osoitteeseen XX mieluiten **15.11.2017** mennessä.

Kiitos ajastanne! Voitte antaa vastauksenne suomen, ruotsin tai englannin kielillä. **Kiitokseksi vaivannäöstänne voin lähettää halutessanne sähköpostiinne linkin valmiiseen opinnäytetyöhöni, jotta voitte hyödyntää sitä esimiesalaisviestinnässä.**

Osoitelähteet: Suomalais-venäläinen kauppakamari ja yritysten omat nettisivut

Ystävällisin terveisin

**Riitta Lamari**

Haaga-Helia Ammattikorkeakoulu,

Multilingual management assistants -koulutusohjelman opiskelija

## Appendix 2. The comparison Finland and Russia with Hofstede's dimensions

### Model of values in national culture (Gert Hofstede's 6 dimensions)

Gert Hofstede carried out a study of values in workplaces and found out that they are influenced by culture. Hofstede defines culture as "the collective programming of the mind distinguishing the members of one group or category of people from others". He developed the model of six dimensions in national culture. The dimensions are; power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence. (Hofstede 2017.) One can find a tool from Hofstede's site, by which one can compare different countries. I chose to compare Finnish and Russian culture with Hofstede's tool.

I carried out a comparison with Hofstede's tool first by comparing Finland to Russia and then reverse by comparing Russia to Finland, to obtain the verbal explanations to the dimensions in these countries. The parts of the results, that may be relevant for this thesis, of both comparisons are collected under the dimension titles. The meanings of different dimensions are explained more closely hereafter followed by the comparisons. The figure 5 shows the scores in each dimension.

If the score is high it indicates that "the name of the dimension" is dominant in that specific country. For example power distance is high in Russia (and the dimension is called power distance).

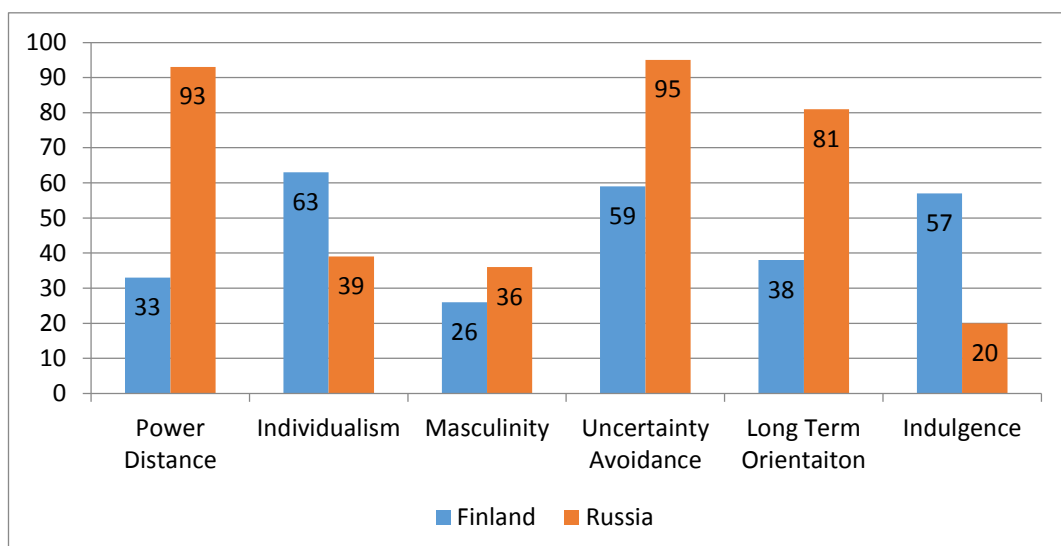


Figure 5. Comparison of cultural dimension between Finland and Russia (Hofstede 2017.)

## Power Distance

This dimension indicates “the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.” When comparing the Power Distance in the terms of communication; in **Finland** the Power Distance is low (score 33) which is interpreted that employees do not like to be controlled and the relationship between managers and employees are quite informal. The communication between the discussion partners is direct and it is possible to participate to conversations. In **Russia** instead the Power Distance is very high (93), which indicates that managers are controlling and formal. Communication is quite indirect and there is not that much room for participation. In Russia status roles are important in business context. They have to be noticed in all interactions. The contacts should take place from top to down.

## Individualism

This dimension describes “the degree of interdependence a society maintains among its members”. **Finland** is Individualist society with its score of 63. People are expected to take care of themselves and only their close family. In the employer-employee relationships both parties benefit, hiring and promotion are expected to base on merits, “management is the management of individuals”. **Russia** instead is with its score of 39 a Collectivist society, which means that family, friends and even neighborhood are very important. Russians need to become acquainted with others; relationships should be reliable before they can focus on tasks.

## Masculinity

This dimension describes the Masculinity in the society. If the score is high it means that the society is Masculine; in other words competition and success are important. If it is low it indicates that the society is Feminine (the quality of life and caring are important). This dimension demonstrate “what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine).” **Russia** scores quite low, 36 which can be appeared in the way that Russians diminish their personal contributions, when talking with unfamiliar people. They are expected the talk and live modestly. **Finland** scores 26, which is even lower than Russia's score. It means that equality, solidarity and quality in working life are important in Finland. If there are disputes, they are settled with negotiations. Well-being is appreciated.



## Uncertainty Avoidance

This dimension describes the extent to which the people react to uncertainty and instability in a society. **Finland** scores quite high (59) on Uncertainty Avoidance, nevertheless **Russia** scores extremely high (95). If a person comes from a culture where the scores are high they try to avoid uncertainty. The rules are important in Finland and Russia. Individuals are motivated by security. In Russia the discussion partners first have to build the relationship before they can start discussing more deeply. Russians act very formal and distant before they know their counterpart. With the formality Russians show respect.

## Long Term Orientation

This dimension shows how the society deals with its history, present and future. Normative societies, that score low, attempt to retain traditions and norms and are concerned about the changes. If the scores are high, it indicates that the society “encourage thrift and efforts in modern education as a way to prepare for the future.” **Finland** scores low, 38, which means that Finnish culture is normative. Traditions are important, the focus is on quick results and there is no big tendency to save for the future. With a very high score of 81 **Russia** is a pragmatic society. It indicates that people consider that the truth relies on situation, context and time. The changes are easily adapted. People tend to save and invest.

## Indulgence

This dimension reveals “the extent to which people try to control their desires and impulses, based on the way they were raised.” If the control is weak, it is called Indulgence and if it is strong it is called Restraint. **Finland** scored quite high score of 57, which indicates that Finland can be classified as Indulgent. The people are willing to notice their desires and enjoy life. They are optimistic and positive. Leisure time is appreciated and money spent. **Russia** had a very low score of 20, which can be interpreted that Russia is Restraint. That indicates the people have tendency to pessimism. The leisure time is not stressed and the desires are controlled. (Hofstede 2017.)

Source:

Hofstede, G. 2017. National culture. URL: <https://www.geert-hofstede.com/national-culture.html>. Accessed: 25 September 2017.

Collected by Riitta Lamari, student of Haaga-Helia University of Applied Sciences 2017